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AUTHOR Trushin, Barbara Y.
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ABSTRACT

In a primary school in Dade County, Florida, disadvantaged kindergarten children were entering first grade without the receptive language and listening skills necessary to succeed academically. A practicum attempted to remedy this problem by stimulating kindergarten children's receptive language skills in vocabulary and listening comprehension. (Children were primarily black and disadvantaged.) A second aim was to advance the children's cognitive abilities so that the classroom teacher would feel that the intervention was a satisfactory method of improving her students' language skills. Four times a week for 3 months, the teacher met with 13 children in her class for lessons from the Peabody Language Kit Revised for Primary Children. A school psychologist met with the children three times during the intervention period to reinforce certain skills. Assessment instruments were the Peabody Picture Vocabulary Test, the Test of Auditory Comprehension of Language, and the Boehm Test of Basic Concepts. Scores were obtained on pretests and posttests; results indicated that the group as a whole had a 17 percent average increase in receptive vocabulary, a 28 percent average increase in cognitive abilities, and a 13 percent average increase in listening skills. The program was rated by the teacher as being successful in helping students. (Author/CB)

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REPORT

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A LANGUAGE DEVELOPMENT PROGRAM
TO IMPROVE THE RECEPTIVE LANGUAGE SKILLS OF
DISADVANTAGED KINDERGARTEN CHILDREN

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MAR 30 1984

A LANGUAGE DEVELOPMENT PROGRAM
TO IMPROVE THE RECEPTIVE LANGUAGE SKILLS OF
DISADVANTAGED KINDERGARTEN CHILDREN

PRACTICUM I SUBMITTED TO THE FACULTY OF THE
EARLY CHILDHOOD EDUCATION PROGRAM
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

BY

BARBARA Y. TRUSHIN

NOVA UNIVERSITY

CLUSTER XIII

January, 1984

OBSERVER'S NAME REXFORD DARROW

OBSERVER'S POSITION PRINCIPAL

OBSERVER'S BUSINESS ADDRESS 238 Grand Avenue

Coral Gables, Florida

PS 014947

ABSTRACT

A Language Development Program to Improve the Receptive Language Skills of Disadvantaged Kindergarten Children

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Ed.D. Early Childhood Program

Descriptors: Disadvantaged/Language Development/Language Remediation/Receptive Language Instruments/Kindergarten Language Development

The problem that this practicum addressed was that disadvantaged kindergarten children were entering first grade without the necessary receptive language and listening skills to succeed academically. This problem was particularly evident at G. W. Carver Elementary School, a primary school located in a low socio-economic area. Carver received children from two upper-middle class schools for first and second grade; however the kindergarten at Carver consisted primarily of Black, disadvantaged children. These disadvantaged children did not have the experiential opportunities to develop the receptive language skills before entering school. Achievement scores in the Stanford Achievement Test in first grade showed average stanine score of 2.5 for disadvantaged children versus 6 stanine for middle class children.

This writer's primary goal was to implement a language development program to stimulate the receptive language skills in vocabulary and listening comprehension for these children. A secondary aim was to advance the children's cognitive abilities so that the teacher would feel that this was a satisfactory method of improving the language skills of her students. The program consisted of the use of lessons from the Peabody Language Kit Revised for Primary Children, four times a week for three months by the kindergarten teacher. This writer reinforced language skills with the children as needed during the implementation. Assessment instruments were the Peabody Picture Vocabulary Test, the Test of Auditory Comprehension of Language, the Boehm Test of Basic Concepts. Scores were obtained using pre- and post tests for each of thirteen children involved in the practicum.

Results of the program indicated that the group as a whole had a 17% average increase in the receptive vocabulary; a 28% average increase in cognitive abilities; and a 13% average increase in listening skills. All the children showed more than 20% increase in percentile rank in at least one area. More than half the children showed between a 20% and 60% increase. The program was rated as eminently successful in helping students by the teacher.

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Chapter One

I N T R O D U C T I O N

A. Author's Work Setting, Role and Responsibilities

Dade County, Florida is the fourth largest school system in the country. At the end of January, 1983, there were 221,914 students enrolled in 245 elementary and secondary schools. Over one-half (94 schools: 53.7%) of Dade County's 175 elementary schools were operating with student enrollments that exceeded the assigned capacities of the respective schools. The recent impact of refugees from Cuba, Central America and Haiti has increased enrollment in the public schools above the estimates of student population projected by the Dade County Planning Department. (Metro-Dade Planning Department, 1982) The population is multi-cultural with 28% of the students, White; 32% Black; and 39% of Hispanic origin. (Dade County School Board, 1983) To facilitate the administration of a school system with a diverse population, the schools are divided into four areas by location with superintendents and directors assigned to each area.

George Washington Carver Elementary School is a primary school, including kindergarten, first and second grades. It is located in the South Central area of the Dade County School System. The school population of the South Central area is 22% White, 9% Black and 68% Hispanic. The large Hispanic population has made a significant impact on the range of programs offered by the schools in this area of Dade County. English as a Second Language,

Spanish for Spanish Speakers, and Compensatory Education programs are found in almost all of the area elementary schools.

Carver Elementary School is located in an area known as Coconut Grove. The community surrounding the school is a low socio-economic area with a largely Black population. The 1980 Census reveals that 64% of the families in the neighborhood earned less than \$10,000.00 per year. Although the mean family income is \$12,727.00; of all the families in the area, 29.7% are below poverty level, with 41% of those with a female head of the household below poverty level. The unemployment rate in 1980 was 6.4% of the population of that area. (Metrc-Dade Planning Department, 1982)

To comply with the court-ordered desegregation of schools of June 30, 1971, Carver Elementary was paired with two formerly all White elementary school in the South Central Area: Sunset Elementary and Coral Gables Elementary. Sunset and Coral Gables Elementary each have grades three, four, five and six. These schools receive the children who finish second grade at Carver according to the location of the parental home. The first and second graders who live in the Sunset and Coral Gables attendance zone attend Carver Elementary along with the children who live near Carver Elementary School. School busing is used to achieve this desegregation. Carver Elementary has a mixed ethnic population. There are 41% Black, 32% White, 26% Hispanic, and 1% Asian children in the school. The socio-economic levels range from upper middle class to poverty level.

With a diverse population, Carver has special programs to fit the various achievement levels of the children. It is one of two schools in Dade County to have a class of MASE (Motivate and Stimulate Excellence). These are children who achieve in the 7, 8, and 9 stanines in achievement tests. They are resourced into an advanced program employing special science and social studies projects. The aim of the program is to help the young child stretch his creative and academic skills. Carver has a compensatory education program for those children who fall in the first and second stanines in tests. There is an after school Chapter I federal program for those children in the third and fourth stanines in achievement scores. English as a Second Language and Spanish for Native Speakers programs are also provided for Hispanic children. The curriculum accents the basic skills of reading, writing and arithmetic with each child placed in preventive, developmental, or an enrichment track of learning. The average class size is 19 in grades one and two (See Appendix A)

The author of this practicum has been the school psychologist at Carver Elementary School for the past three years. The role of the school psychologist at this school includes the administration of complete psycho-educational evaluation for each child referred by the school staff. Children are selected for referral to the school psychologist after a child study team consisting of teachers and administrators determine the need for psychological testing. The referral may be instituted due to poor academic

adjustment, severe behavior problems or outstanding academic achievement. Special education programs such as learning disability, mentally or emotionally handicapped, or gifted may be recommended by the school psychologist after reviewing the testing and writing a report of the results. Placement decisions for each child are made by a multi-disciplinary team consisting of the psychologist, teachers, administrators and parents. This author is present at Carver Elementary School one day each week to test children, consult with teachers, suggest curriculum and behavioral strategies to help children achieve better academically, hold conferences with parents, and recommend programs for those children who qualify. During the past three years, more than sixty Carver Elementary children have been tested and placed in various special education programs.

Chapter Two

STUDY OF THE PROBLEM

A. Description of the Problem Situation

Of the two hundred eighty children presently enrolled at Carver Elementary School, forty-five are in kindergarten. The ethnic makeup of the Carver kindergarten is different from the first and second grades. It is 73% Black and 27% White and Hispanic. Since kindergarten is also available at the two schools which are paired with Carver, the children attend the school in their neighborhood for that grade. Kindergarten students from Carver, Sunset (86% White, 13% Black), Coral Gables (90% White, 9% Black), and private schools make up the first grade population of Carver Elementary. The socio-economic, cultural and educational experiences of these children are widely divergent.

The upper-middle class first graders come from homes in the affluent neighborhood of Coral Gables and the Sunset area of Miami. These parents are almost all professional or self-employed business people with high educational aspirations for their children. Even before they enter school, these children are provided enriched cultural and language experiences. During the past three years, as the school psychologist for Carver Elementary, this writer has tested at least twelve Carver children each year for the area gifted center. Almost all of the tested children have come from upper middle class families. These children had highly enriched verbal

and language skills which were enhanced by family experiences from early infancy.

The children from the Carver kindergarten are nearly all low-income disadvantaged children. A disadvantaged child is defined as "a child who, because of social class, race, or ethnic origin, comes into school with knowledge, skills, and attitudes which impede learning and contribute to a cumulative academic deficit. The disadvantage may persist throughout school life and contribute to restricting later economic and social opportunities." (Title I, Sec. 101, ESCA, 1965)

Passow (1980) discussed the theory that experiential differentials or deprivations in early childhood may account for low income/minority group youngsters entering classrooms unprepared to cope with demands made by the schools. There is considerable evidence that the social characteristics of the child's family affect his chances of success at school.

The "War on Poverty" of the 1960's accepted the explanation that minority children arrive in school with environmentally caused deficits stemming from their cultural deprivation, lack of verbal stimulation and inadequate home environment. (Keniston, 1978)

To counteract the lack of educational influences provided by home and community, these disadvantaged children have been provided many remedial programs by federal and state governments and local school boards. The concept stems from the recognition that children from disadvantaged backgrounds do not enjoy the same educational benefits as their peers.

These children are over-represented among our schools' failures and low achievers. (Ammon, 1970)

In recent years, there has been considerable interest in facilitating the language development of disadvantaged children as a means of improving their educational experience. (Corbin & Crosby, 1965) Language development is extremely important in the growth of a child. A major part of learning depends on acquiring language. It is essential to thinking, planning, reasoning, paying attention and remembering.

The ability to understand ideas or feelings presented by symbols, gestures, writing or speech is called receptive language. (Mayer, 1974) A child needs to understand what others are saying to him. As the child learns to understand the meaning of words and sentences, he builds his vocabulary. If a child grows up with little vocabulary stimulation, he may have a resulting language deficit in that area. (Ammon, 1970)

Problems of receptive language can occur when a child is not exposed to adequate language frequently. Lack of listening skills, poor auditory discrimination, poor comprehension and blocking of transition from concrete to abstract modes of thought are also involved in receptive language difficulties. (Cline, 1966)

The typical learning problems of disadvantaged children are found at Carver Elementary where the low income, minority children have entered first grade with poor receptive language skills and few experiences which lead to language enrichment. By the end of the first grade, these

disadvantaged children have achieved lower scores than their middle class classmates on the Stanford Achievement Test in Listening Comprehension as well as Reading Comprehension. (See Appendix B) Apparently their lack of linguistic experience makes the type of learning required in first grade more difficult for these children.

The kindergarten at Carver Elementary does not have a special language enrichment program at the present time. The school follows the same prescribed kindergarten curriculum as the rest of the Dade County Schools. Without a language intervention program, the disadvantaged children continue to be far behind the middle class children in language skills.

THE PROBLEM THAT THIS PRACTICUM ADDRESSED WAS THAT DISADVANTAGED CHILDREN AT CARVER ELEMENTARY SCHOOL WERE ENTERING FIRST GRADE WITHOUT THE RECEPTIVE LANGUAGE AND LISTENING SKILLS NECESSARY TO SUCCEED ACADEMICALLY. THIS SLOW START MIGHT AFFECT THESE CHILDREN THROUGHOUT THEIR SCHOOL CAREER.

B. Documentation of the Problem

In order to prove that the disadvantaged children at Carver Elementary enter the first grade with fewer language experiences, this writer decided to survey the parents of the kindergarten and first grade students. The survey was designed to determine if there was a difference in language enrichment experiences between disadvantaged and middle class children before they entered school. A Family Experience Survey consisting of ten questions was sent home via the children on May 23, 1983. A cover letter explaining the reason for the survey was included. (See Appendix C) Eighty-five parents responded to the survey. Of these, forty-five were from middle and upper middle class families while forty were from disadvantaged/low income families.

The economic status was determined by asking if the child gets free or reduced-cost lunch at school. The United States Government gives free or reduced-cost lunch to low socioeconomic or poverty level children. Their economic status is determined by utilizing a special form indicating income and family size. (See Appendix D) Children receiving free or reduced-cost lunches were considered disadvantaged/low socioeconomic in this survey.

Significant parts of the survey revealed the following results:

Reading children's books often to their child:

Middle Class	72%	Disadvantaged	12.5%
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Took child to Museum of Science:

Middle Class	65%	Disadvantaged	15%
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Took child to planetarium:

Middle Class	70%	Disadvantaged	17.5%
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Took child to public library

Middle Class	91%	Disadvantaged	35%
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Took child to children's theater:

Middle Class	60%	Disadvantaged	45%
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Took child to zoo:

Middle Class	96%	Disadvantaged	77%
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Provided child with music or dance class:

Middle Class	45%	Disadvantaged	10%
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Allowed child to watch cartoons on television:

Middle Class	70%	Disadvantaged	78%
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Bought child sports equipment:

Middle Class	80%	Disadvantaged	70%
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The middle class families clearly provided many more language and cultural experiences than the disadvantaged families. A copy of this survey can be found in Appendix F with complete results for both middle class and disadvantaged families.

The lack of receptive language experiences are particularly noteworthy. Disadvantaged parents do not frequently read to their children nor do they provide situations where new vocabulary can be introduced.

Proof that a problem really existed was also obtained from test scores on the Stanford Achievement Test given to the first grade in 1982. For the purposes of this practicum, the scores to be considered will be the Listening Comprehension scores. Test scores show that middle and upper middle class children had an average stanine in listening comprehension of 6. Disadvantaged children had an average stanine score of 2.5. The middle class child was significantly higher in receptive language and listening skills than the disadvantaged child. Included are scores in reading comprehension which correlate well with the listening scores. This documents that listening skills and reading comprehension are interrelated for these children. Higher scores in both areas are found in the middle class children.

As the school psychologist at Carver Elementary, this writer became aware of differences in the Wechsler Intelligence Test scores between middle class and low socioeconomic level children. The disadvantaged children referred for learning problems were found to have poor concept and vocabulary skills. In contrast, the middle and upper middle class children referred for learning problems or possibly gifted placement had excellent conceptual and vocabulary subtests on the Wechsler Intelligence Scale for Children - Revised. The WISC-R is given to all children referred for possible special placement. This disparity in concept and vocabulary scores between disadvantaged and middle class children first made this writer interested in the need for early intervention in the area of

receptive language skills.

The problem of poor receptive language among disadvantaged children was discussed during the description of the problem situation but further documentation in the literature can be found. Bereiter-Engelman's study of 1970 found that by age five, disadvantaged children were one or two years retarded in language development. Bronfenbrenner, in 1974, wrote a major report for the U.S. Department of Health, Education and Welfare declaring that disadvantaged children have far less family situations which produce language development skills, and often these families could do little to sustain skills learned in pre-school programs.

Since children learn language from experiences in the environment, disadvantaged children whose language environments are limited are unlikely to develop to their full potential the ability to use language effectively. (Penne1, 1977)

C. Analysis of the Causes

The poor language skills of the disadvantaged children stem from a variety of cultural, ethnic and socioeconomic causes.

Harry Passow (1980) discussed the theories of Ogbu, a social scientist, on the causes of poor skills among disadvantaged Black children. He writes of four theories:

"The cultural deprivation theory assumes that Black children fail in school because they are deficient in the cognitive, linguistic, and other skills that promote a White middle-class type of school success. The reason for their

lack of such skills, according to this theory, is that Black parents do not raise their children the way that White middle-class parents do. The culture conflict theory, on the other hand, asserts that Black children fail to achieve White middle-class type of school success because they possess different linguistic, cognitive and other school-related skills that are not recognized by the schools for instructional purposes. The institutional deficiency theory maintains that schools are organized to promote success among White middle-class children and failure among Black children. Educational inequality theory blames Black school failure on lack of sufficient remedial programs to counteract the negative educational influences of the home and community." (Page 14).

Boocock (1972), a social anthropologist, asserted that parents of school achievers expect more of children, communicate this to them and teach them the behaviors required to fulfill these expectations. He feels that disadvantaged children do not know how to play the role of the student and are less likely to do the things that will lead to success.

Coleman's report, Equality of Educational Opportunity (1970), revealed that the child's home, neighborhood and peer environment had a significant effect on the quality of language skills and academic achievement. Patterns of performance in these areas are molded by social and economic conditions outside the school.

Halliday's studies of the function of language indicated that it is important for children to try out the whole range of language functions at an early age. Since disadvantaged children are not able to do this, they

enter school with a distinct deficit in language skills as compared to middle-class children.

At Carver Elementary School, there are two kindergarten classes, one with twenty-two children and the other with twenty-three. Although language is a part of the entire program, there is no special language training program nor direct intervention for the disadvantaged children presently or in the past, in the Dade County Curriculum Objectives. (See Appendix F)

These children have demonstrated a lack of receptive language skills and a poorer reading comprehension than their middle-class schoolmates during the first grade. There are two explanations for this lack of success: either there is something wrong with the curriculum of our schools, or there is something missing in the experiences of minority children before they come to school. Both of these explanations are often accepted in the literature as causes of the problem. These children have arrived in school with environmentally caused deficits.

Generally, the schools have not responded to these deficits with language stimulation programs beginning in kindergarten. These programs are needed for all disadvantaged children, not only the few who are identified for entitlement programs.

D. Relationship of the Problem to the Literature

The literature on the disadvantaged child in relation to the need for language skills is extensive, especially in the area of compensatory

education. The abundance of government funds involved in compensatory language programs shows a concern for helping children become effective users of language. (Pennell, 1977)

In examining the history of programs and projects for the disadvantaged, the impetus appeared to come from the passage of the Elementary and Secondary Education Act of 1965. Such programs as Head Start and Follow Through came from Title I of ESEA. The more than 30,000 Title I projects across the nation reflect multiple goals and multiple treatments which are often difficult to measure. Title I is a federal funding program for the disadvantaged and not an education program. Compensatory education in the U.S.A. is marked by considerable diversity. (Passow, 1980)

There was also a significant controversy among researchers on how language is acquired by the young child. Much work concentrates on two rival interpretations -- the environmental interpretation which stresses the role of experience and imitation (Mauer, 1960 and Skinner, 1957) and the nativistic position which emphasizes innate structures. (Chomsky, 1972) Most researchers agree that language involves the integration of content, form and usage to make up language competence or knowledge. (Bloom and Lakey, 1978) Bloom concluded that language development occurs at an accelerated rate in the early years of life, and therefore, that environmental influence is most critical then.

Receptive language vocabulary or the understanding of words is an important communication skill that is often associated with reading

achievement. The vocabulary of a language is divided into content words (nouns, verbs, and modifiers) and functor words (prepositions, articles, pronouns, and conjunctions). Content words comprise the majority of a vocabulary and carry most of the information in a language. (Educational Testing Service, 1975)

The literature reveals that the greatest single factor contributing to lower achievement of deprived children appears to be a direct result of receptive language deficit (McConnell, Horton, Smith, 1969). If a child of six has not obtained the language skills commensurate with his peers, he will fall behind in the educational setting. McConnell felt that disadvantaged children needed other than traditional methods of education if we expect them to compete with middle-class children. Extensive compensatory language programs were suggested as a remedy:

Most early childhood education programs reflect a keen awareness of the importance of language, both as a logical precursor for reading and concept attainment as a means of communication. Some language programs approach the acquisition of skills with rote procedures and intense systemization (such as DISTAR, the Direct Instruction Approach), while other programs encourage many informal activities between adults and children in which language capabilities are expected to flourish (as in the Peabody Language Development Kit - P). (Goodwin, 1980) These programs are designed to improve the language and conceptual skills of young children in nursery and kindergarten.

A further examination of the literature revealed that the Peabody Language Development Kit - P (PLDK) has often been used as a language development program for disadvantaged children.

The PLDK has been in use since 1965. It was developed by a cadre of doctoral students, research associates and educators under the direction of Lloyd M. Dunn at Peabody College, which is now part of Vanderbilt University. It was field tested throughout the United States. Since then, it has been widely used in both general and special education settings in the United States and abroad. In 1981, the lessons were revised and rewritten and the new version is now in use throughout the country in educational settings. (Dunn, 1981)

The most extensive field testing of level P of the PLDK was done at two community day-care centers that served inner-city black children in Nashville, Tennessee. (Horton, 1968) A group of twenty-five four and five year old children at one center was taught a version of Level P lessons in addition to their regular preschool program. A group of twenty-eight children at the other center served as the control and received only their regular program. After seven months' instructional program, the experimental group demonstrated substantially greater gains in intellectual functioning and in language age.

The general consensus of the research on the PLDK was that it was

effective for low socioeconomic Black children in preschool and early elementary school levels.

The instrument used to measure and evaluate effectiveness of language programs generally come under a great deal of scrutiny in the literature. Such issues as the appropriateness of the measuring instruments for young children and the fairness of the instruments have increasingly been identified as an important component of the programs. Generally, standardized tests have been used to measure success of preschool language intervention programs. According to Roberts (1970), standardized tests have several areas in which they fail to properly measure language development:

- (1) They do not take into consideration areas in which children have not yet developed by age five.
- (2) They fail to take into account dialect difficulties.
- (3) They test specific areas of language acquisition only trivially.

Cazden (1981) felt that most standardized tests have limited usefulness because they are norm-referenced rather than criterion-referenced, which gives information about which children have or have not achieved particular objectives. She felt that teachers would get

better diagnostic information on individual children by conducting informal checks rather than by use of standardized tests.

The language tests which are used by speech therapists appear to be more relevant in the measurement and evaluation of receptive language comprehension and concepts than are the standardized intelligence and academic achievement tests. The tests frequently used by program evaluators are the Peabody Picture Vocabulary Test, the Boehm Test of Basic Concepts, and the Test for Auditory Comprehension of Language.

In a study of receptive language reported by Burrows and Neyland (1978), the test which correlated best for kindergarten children in predicting reading readiness and achievement was the Test for Auditory Comprehension of Language (TACL). This test is often used by speech therapists to diagnose language problems.

The Boehm Test of Basic Concepts has been used as a test of cognitive ability. Beech (1980) reports that in her study of sixty kindergarten children there was a strong correlation between the Boehm and the TACL in assessing language comprehension. Predictive validity on placement of low achievers into special programs was high using the Boehm.

One of the most frequently used tests which assesses receptive language vocabulary is the Peabody Picture Vocabulary Test. The PPVT was revised in 1981, which improved its content words and has purportedly improved its norms and culture fairness. (Dunn, 1981)

Chapter Three

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

A. Statement of General Goals

This practicum was designed to accomplish three main objectives:

(1) The primary aim was to stimulate the receptive language skills of disadvantaged children in the Carver Elementary kindergarten so that they can begin first grade with vocabulary and listening comprehension skills necessary to begin academic work at that level.

(2) The second aim was to advance the children's cognitive abilities by exposure to a broad range of divergent and convergent cognitive skills.

(3) The third aim was for the kindergarten teacher to feel that the receptive language program was a satisfactory method of improving the cognitive and receptive language skills of the student.

These objectives were to be accomplished by the implementation of a language program -- the Peabody Language Development Kit-Revised. This program was to be given to the selected students four days per week for forty minutes per day for three months. The kindergarten teacher was to teach the PLDK lessons with the children three days per week and the writer was to give them a language lesson one day per week. The selected lessons concentrated on vocabulary comprehension and cognitive skills. If the goals were realized, it was reasonable to expect that the disadvantaged children might attain receptive language skills similar to their middle class peers.

B. Behavior Expected, Assessment Instruments and Standard of Performance

EXPECTED BEHAVIORS	ASSESSMENT INSTRUMENTS	STANDARDS OF PERFORMANCE
Disadvantaged children will improve in receptive language after receiving a PLDK language enrichment program.	Pre- and post-assessments on the <u>Peabody Picture Vocabulary Test</u>	Scores will show a 10% increase in percentile rank after the program.
Disadvantaged children will improve in vocabulary and cognitive abilities after receiving a PLDK language enrichment program.	Pre- and post-assessments on the <u>Test of Auditory Comprehension of Language</u>	Scores will show a 10% increase in percentile rank after the program.
Disadvantaged children will improve in cognitive abilities and listening skills after receiving a PLDK language enrichment program.	Pre- and post-assessments on the <u>Boehm Test of Basic Concepts</u>	Scores will show a 10% increase in percentile rank after the program.
Teachers will report that treatment has helped children.	<u>Teacher Evaluation of Program</u> after implementation	Teacher will answer "Yes" to 80% of the questions on the value of the program to the students.

C. Positive and Negative Side Effects

The use of a language development program for disadvantaged kindergarten children may have several side effects upon both the children and the teacher involved.

Positive side effects may include improved communication between the teacher and the students. Since this language program involves much interaction between student and teacher, the result may have a beneficial effect on their relationship.

Further positive effects may include increasing the listening skill of the students in other areas of the curriculum. This might be a side effect which the teacher could discover during implementation of the program.

A negative side effect might be the lack of time for proper preparation on the part of the teacher. Any extra planning time which requires extra work might be difficult for the teacher who already has so much required paper work to do. Care must be taken to help the teacher in the implementation and preparation of the lessons.

Another possible negative side effect could be in the writer's use of time on the project while at Carver Elementary. Since the writer's primary job at the school is to evaluate children for special education, care must be taken to use only lunch hour and after school time on the language program in order to provide continued effective psychological

services for the school.

D. Description of Evaluation Instruments

The Peabody Picture Vocabulary Test - Revised, is a test of receptive vocabulary for ages two to adult. It takes only ten to fifteen minutes to administer. The PPVT features a multiple-choice picture format. The examiner reads a word and the child chooses the picture to which the word corresponds by pointing to the preferred picture of the four provided for each item. No verbal response is required of the child. Two forms are available. Word lists are different but are of the same difficulty levels. The Peabody covers a wide range of items with increasing difficulty of items. The basal consists of the highest eight correct consecutive responses, while the ceiling is the lowest of eight consecutive responses containing six errors. The new revised form gives a standard score equivalent, a percentile rank and a stanine score. The test is generally administered individually. The PPVT is considered to correlate with the Binet and the WISC-R and is both reliable and valid as a measurement of receptive vocabulary. (Dunn, 1981)

The Boehm Test of Basic Concepts (Boehm) is designed to measure children's mastery of concepts considered necessary for achievement in the first years of school. The test is read aloud by the examiner and is appropriate for children in kindergarten, first and second grade.

Concepts tested include those of space (location, direction, orientation and dimension), time and quantity. The test may be administered in small groups. The Boehm may be given as a pre- and post-test since there are two alternative forms. Each of the forms consist of fifty pictorial items arranged in approximate order of increasing difficulty and divided into two booklets. Each item consists of a set of pictures about which statements are read aloud to the children. The child marks the picture that best illustrates the concept being tested. The testing time is approximately thirty minutes. The BTBC identifies concept levels of individual children as well as groups of children but a group's average performance on items are considered more stable than individual scores on this test. A percentile score is provided for each child.

The Carrow-Woolfolk Test of Auditory Comprehension of Language (TACL) measures a child's vocabulary, understanding of language structure, and comprehension of linguistic concepts. It is an individually administered test designed for children, ages three to six. It takes twenty-five minutes to administer. The TACL is a series of 101 three-picture plates, one of which represents the referent for the linguistic form being tested; alternative pictures represent the referent for the contrasting linguistic form. The third picture is often used as a decoy. The examiner reads the statement to the child, who points to the correct plate. The TACL allows for assessment of comprehension as well as diagnosing linguistic difficulty.

A percentile rank as well as an age equivalency is obtained.

At the termination of the PLDK-R, a ten question Teacher Evaluation of the Program was presented to Mrs. Eartha Christie, the kindergarten teacher who used the lessons in her class. The purpose of this evaluation was to include the assessment of the classroom teacher as to the success of the program. Questions included teacher assessment of benefits to the student as well as opinions about the PLDK and the need for language programs for disadvantaged children.

E. Description of Plans for Analyzing Results.

The data obtained in this practicum will be assessed after the implementation stage. A pre- and post-test of the Peabody Picture Vocabulary Forms L and B, the Boehm Test of Basic Concepts Form A and B, and the Test of Auditory Comprehension of Language will be compared. The results will be presented in terms of percentage gained during the language development program. If the scores show a 10% increase in percentile rank after the program, it will be considered successful. The Teacher Evaluation of the Program should show an 80% positive reaction to the program in order to be considered successful for the purposes of this practicum.

If the program proves successful, a language development program

might be considered an important component of kindergartens which cater to disadvantaged children. If the program does not meet the anticipated standards, the writer will analyze the reasons and suggest alternative procedures.

Chapter Four

SOLUTION STRATEGY

A. Discussion and Evaluation of Possible Solutions

The educational approaches in equalizing the achievement patterns of disadvantaged children have continued to defy solutions. Many diverse programs have been offered but the solutions have resulted in mixed success.

Various strategies for improving educational performance for poor and minority group children appears to fall into five categories:

- (1) Changing the student and his family - in which the deficiencies of the educational environment provided by low income families are made up.
- (2) Changing the school - aimed at bringing about changes in the teachers, curriculum, materials, etc., rather than the deficiencies of the learner.
- (3) Increasing the resources - aimed at increasing the level of funding.
- (4) changing the student composition - aimed at providing for a greater socioeconomic and racial balance; and
- (5) changing control of the schools - aimed at providing more community control and involvement in decision-making. (Passow, 1980)

Although funds have come from various federal and state entitlement programs, it is the local school districts which have the responsibility for choosing strategies which they believe will meet the special educational needs of the disadvantaged students at the elementary school level.

Although Dade County has compensatory programs in most of its schools, language development programs have not been a part of the compensatory programs. Speech teachers do provide language enrichment programs, but only for those students whose language age is more than two years below mental age. The disadvantaged child who is below age level in receptive language due to environmental situation does not have the opportunity of receiving a compensatory language program in most schools.

The solutions which were considered by the writer included various language development programs. The GOAL, the DISTAR, and the Peabody Language Development Kit were all considered.

The GOAL program is concerned with the language development of the language impaired child. It is based on the Illinois Test of Psycholinguistic Abilities model. It has been found by Logan and Colorusso (1978) as superior for training expressive skills, but is not more effective than a regular program for auditory reception. (Lerner, 1981) For this reason, it was rejected as a language program for this practicum.

The DISTAR program is based on a positive reinforcement theory. This model uses praise and reinforcers. It includes the use of full time aides. The program involves the use of drilling students in specified materials. The students then "parrot back the materials to the instructor". This did not seem to be an acceptable approach for the situation at Carver Elementary School.

The effectiveness of the Peabody Language Development Kit Level P with disadvantaged children has been rather well researched and the findings are quite consistent. Howe (1972), Jones (1970), McConnell, Horton and Smith (1969), Miller (1977), Parker (1969, 1970) and Woodhead (1976) all found significant support for Level P. McConnell found an IQ gain of fifteen to nineteen points after a one-year training program. Level P appears to be effective in stimulating gains among disadvantaged children in both the cognitive and language areas in these studies.

Several other studies, notably those reported by Richmond (1970) and Beidler (1968) give somewhat different results. Both of these researchers did not find significant gains after seven months to a year's program use of the PLDK.

The long term efforts of the PLDK were investigated by Carter (1966, 1967, 1969, 1971). His initial testing was of disadvantaged children in the first grade. They received lessons four times a week for ten weeks. Results showed advanced mental and language age. Twenty months after the initial testing, Carter found that the significant gain had been maintained. One year later, when the children were in third grade, the same significant difference continued to be evident. Carter published another follow-up report when his subjects reached the seventh grade (1976). Once again, significant gains were maintained. Additional

testing on long term effects appear to be needed since other studies, notably those by the Institute of Mental Retardation and Intellectual Development (1968) did not show the same significant gains. All of the studies using the PLDK involved low socioeconomic children. For this reason, the writer of this practicum felt it was appropriate for the children involved.

The writer was aware that the selected program needed to appropriately fit into the regular kindergarten program at Carver Elementary School without disrupting that program. For that reason, it was necessary to obtain the cooperation of the kindergarten teacher who implemented most of the lessons and the parents of the disadvantaged students. (See Appendix H)

B. Description of the Justification for Solutions Selected

The compensatory language program, PLDK-R selected to improve the receptive language of disadvantaged children stressed the following components: (1) vocabulary enrichment; (2) concept formation; (3) general knowledge of the environment; and (4) semantics. The PLDK-R is basically a group instructional program to stimulate both language and cognition. Cognitive development is both a prerequisite to and interacts with language development. (Bloom and Lahey, 1978).

Language intervention programs need to achieve a balance between learned constructs and new, related constructs for which the child has some knowledge. (Dunn, 1981)

The literature suggested that language intervention should stress abstract and symbolic thought. Mere repetition and recall will not foster this higher process. Language intervention should also stress the social understanding of a language. A setting is needed for children to experience the interaction and exchange of information with peers. These types of interventions are used in the PLDK-R. The Peabody program has had twenty years of research as to its effectiveness. The lessons were found to be especially effective for low socioeconomic children.

The use of the Peabody Picture Vocabulary, the Boehm Test of Basic Concepts and the Test for Auditory Comprehension of Language as pre- and post-tests can be justified in several ways: (1) There is no single test which can properly evaluate the effects of the PLDK-R program. (2) The research on the Peabody program indicates that several tests have almost always been used by past researchers who have evaluated the program. (3) The evaluative tests have been found to be both reliable and valid in the past. (4) The tests were recommended by the language department of the Florida Diagnostic and Learning Resources System of the Dade County Schools.

During the three month language intervention there were to be weekly conferences between the teacher and the writer concerning implementation of the lessons. Structure of the lessons and student responses were to be discussed as well as any problem areas which may occur.

At the completion of the program, including the pre- and post-tests, the following questions should be answered:

(1) Will language intervention programs improve the receptive and cognitive language skills of disadvantaged kindergarten children at Carver Elementary School?

(2) Should a language development program be part of the curriculum in kindergartens where there are disadvantaged children?

C. Calendar Plan for Implementation

1. Discussed possible problems with reviewer/advisor - February, 1983.
2. Selected problem and wrote preliminary review of literature - March, 1983.
3. Permission to implement plan obtained from principal and kindergarten teacher - April, 1983.
4. Principal agreed to permit survey, Family Experience Survey to be sent to parents - May, 1983.
5. Collected test scores of first graders from 1982 - May, 1983.
6. Selected tests to measure results of language program - May, 1983.

7. Had conference with Chairman of Speech and Language Section of Florida Learning Resources System of Dade County - June, 1983.
8. Wrote proposal - May - June, 1983.
9. Pre-tested kindergarten children who were selected from the program - September, 1983.
10. In-service with kindergarten teacher on use of Peabody Language Kit - Discussion of lesson plans - September, 1983.
11. Kindergarten teacher presented lessons three (3) times a week to students - September - December, 1983.
12. This writer presented a lesson from Peabody Language Kit to students once a week - September - December, 1983.
13. Post-test was given to students in language program - Mid-December, 1983.
14. Compiled data - December, 1983.
15. Writer evaluated results of program - December, 1983.
16. Wrote practicum report - December, 1983 - January, 1984.
17. Completed practicum report and presented to reviewer - January - February, 1984.

D. REPORT OF ACTION TAKEN

The outline of the calendar which was presented in Section C of this chapter was followed during implementation except for one notable deviation.

The plan was for the writer to present a lesson from the Peabody Language Kit to students once a week from September through December. It was impossible for this writer to fulfil this obligation due to unforeseen circumstances. Difficulties arose when the research committee of the Dade County Schools felt that it was not among the duties of the school psychologist to work with kindergarten children on a language enrichment program. It was, therefore, necessary to change the plan. The kindergarten teacher, Mrs. Christie used the Peabody Language Kit Level P lessons four days a week for three months. This writer worked with the children three times during the implementation to reinforce certain basic concepts. These were concepts which almost all the children were lacking as determined by results of the pre-tests. These sessions with the writer included material from games which emphasized noun-verb agreement, development of listening skills and vocabulary enrichment.

In September, the thirteen students were selected and permission was granted by their parents. The pre-tests of the Peabody Picture Vocabulary Test, the Boehm Test of Basic Concepts, and the Test for Auditory Comprehension of Language were presented to each child by this writer. There was approximately one hour of testing for each child. The tests were given over a one week period in order to not tire the children. It was an excessive amount of testing for one examiner in a short period of time. Tests were conducted for all of the children in addition to a full schedule of duties as a school psychologist. Although the testing was completed without undue interruption to the students or school program, it was an exhausting and

time-consuming experience for the writer. If this solution is duplicated, it is recommended that more than one examiner be employed for testing.

A good deal of information was obtained from the pre-tests. An important general observation was that the children did not readily listen to the instructions and often answered incorrectly because of this reason. Many children answered haphazardly without trying to select the most appropriate answer by using cognitive processes. Generally the children were not aware of many commonly accepted grammatical rules to which middle class children are routinely exposed. For this reason, the three sessions with this writer included some instruction in gramatic rules and listening skills.

The Peabody Language Development Program lessons were implemented by the kindergarten teacher from September through December. Lessons selected included those emphasizing vocabulary enrichment, general knowledge of the environment and concept development. The four lessons per week stressed the use of abstract thinking on the part of the children as well as repetition of familiar concepts. During the implementation, the teacher remarked that the students enjoyed the lessons. They seemed to pay attention to the materials and were less distractable than at other times of the day.

There was only one week during the implementation period in which the children did not receive lessons, due to the illness of the teacher.

The post-tests were conducted the third week in December, before the students were dismissed for the Chiristmas holidays. This testing time was again one hour per child with the practicum writer giving the tests.

The writing of the practicum report and the presentation to the advisor was completed on schedule in January, 1984.

Chapter Five

RESULTS, CONCLUSIONS, RECOMMENDATIONS, DISSEMINATION

A. Results

This practicum was designed to improve the receptive language skills of disadvantaged kindergarten children. As was previously stated, the Peabody Picture Vocabulary Test L and B, The Test of Auditory Comprehension of Language, and the Boehm Test of Basic Concepts A and B, were measures used as pre- and post-tests. Thirteen children at Carver Elementary were given lessons in the Peabody Language Development Kit - Level P, four days each week for three months. In addition, the writer gave three reinforcement lessons involving listening and vocabulary skills. The standard of performance was a 10% increase in percentile rank after treatment. The results were excellent. All of the students showed at least a 20% increase in percentile rank in at least one of the measured areas. More than half of the children showed between 20% and 60% increase in their percentile scores.

The primary objective of the practicum was to simulate the receptive language skills so that the children in the program would be able to enter first grade with vocabulary and listening comprehension skills necessary to begin academic work at that level. To determine if the program stimulated vocabulary and listening skills, three receptive language tests were employed. On the PPVT, standard scores were used to measure progress instead of percentile rank, since the standard score was a more exact description of individual achievement. The percentile rank on the PPVT, as computed from the raw score,

did not give as specific a picture of score differential as did the standard score. The PPVT scores as presented on Table One show an increase in receptive vocabulary and listening comprehension in all thirteen students. Percent of increase in each case ranged from 4% to 44%. Children such as Kenneth, Quentin, Latasha, Tanya, Ralph and Joanne moved from a borderline or low average range to an average range of cognitive functioning on the PPVT. This increase in scores could not be explained by developmental maturity alone. It is felt that the stimulation of the treatment program was instrumental in the amount of increase.

NAME	SS 9/7/83	SS 12/16/83	PPVT AMOUNT OF INCREASE	PER CENT OF INCREASE
Kenneth	83	104	21	25%
Rita	95	99	4	4%
Quentin	75	104	29	39%
Larry	84	102	18	21%
Tory	62	76	14	23%
Freddie	66	73	7	11%
Elvis	91	104	13	14%
Latasha	66	95	29	44%
Darleen	94	102	8	9%
Tanya	86	95	9	10%
Ralph	85	95	10	12%
Aretha	65	78	13	20%
Joanne	86	93	7	8%
GROUP MEAN	79.8	93.9	14.1	17%

Table One. Percent of Increase in Standard Scores on Pre- and Post-Testing with Peabody Picture Vocabulary Test

The Test for Auditory Comprehension of Language was also used to determine if vocabulary and conceptual skills had increased. Percentile scores shown on Table Two reveal increases in all but one child. Percent of increase ranged from 2% to 62%. One child, Latasha, had a huge increase in percentile rank from 20% to 71%. Children moving from borderline to average percentiles were Kenneth, Elvis, Darleen, Tanya and Joanne.

NAME	TACL 9/7/83	TACL 12/16/83	AMOUNT OF INCREASE	PER CENT OF INCREASE
Kenneth	77%	99%	22	29%
Rita	92%	98%	6	7%
Quentin	40%	43%	3	8%
Larry	45%	46%	1	2%
Tory	24%	38%	14	58%
Freddie	45%	73%	28	62%
Elvis	71%	90%	19	27%
Latasha	20%	71%	51	255%
Darleen	74%	94%	20	27%
Tanya	73%	95%	22	30%
Ralph	60%	54%	-6	-10%
Aretha	14%	20%	6	43%
Joanne	78%	94%	16	19%
GROUP MEAN	54.8%	70.4%	15.6	28%

Table Two. Percent of Increase on Pre- and Post-Testing with Test of Auditory Comprehension of Language

The results of the Boehm Test of Basic Concepts demonstrated that there was a significant improvement in listening and conceptual skills. As can be seen on Table Three, only one child did not move upward or remain constant in his scores. The Boehm percentile tables had special norms for low income black children which were utilized for this practicum. Children who moved from borderline percentile rank to average rank were Joanne, Tanya, Darleen and Quentin. Two children, Rita and Latasha, moved from deficit level to low average scores. Table Three reveals that even children who were in the lowest percentile ranks such as Aretha, Ralph and Freddie improved in percentile rank.

NAME	BOEHM 9/7/83	BOEHM 12/16/83	AMOUNT OF INCREASE	PER CENT OF INCREASE
Kenneth	85%	95%	10	12%
Rita	65%	80%	15	23%
Quentin	75%	80%	5	7%
Larry	75%	65%	-10	-13%
Tory	40%	40%	-	-
Freddie	60%	65%	5	8%
Elvis	95%	95%	-	-
Latasha	65%	80%	15	23%
Darleen	85%	95%	10	12%
Tanya	75%	90%	15	20%
Ralph	35%	50%	15	43%
Aretha	55%	70%	15	27%
Joanne	75%	97%	22	29%
GROUP MEAN	68.1%	77.1%	9	13%

Table Three: Percent of Increase on Pre- and Post-Testing with Boehm Test of Basic Concepts

The second objective of the practicum was to advance the children's cognitive abilities by exposure to a broad range of cognitive skills. Use of the Peabody Language Kit lessons and the special reinforcing sessions with the writer exposed the children to many language experiences which had been lacking in their environment. It was obvious during the pre-tests that the children were not acquainted with the syntax, grammar usage and verb-subject agreement which is common in middle-class homes. The ability to conceptualize and figure out the best answer to a problem was also a new experience for the children. The treatment permitted exposure to vocabulary, grammar, concept formation, and general knowledge needed to advance cognitive abilities. Figures One, Two, and Three give a vivid picture of language skills before and after treatment, showing that objective two was met.

The final goal of the practicum was for the kindergarten teacher to feel that the receptive language program has been a satisfactory method of improving the cognitive and language skills of her students. To determine the teacher's impression of the program, a questionnaire entitled Teacher Evaluation of the Program was presented to Mrs. Eartha Christie, the kindergarten teacher involved. The standard of performance was a "yes" answer to 80% of the questions on the value of the program. The results showed 100% "yes" answers, as seen on Appendix G. The teacher felt that the program was very successful and plans to use it again in the future.

All of the objectives of the practicum were met. Increased receptive language skills were found after the use of the Peabody Language Kit. The results of the study are similar to the finding in the literature of other

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FIGURE I
DISTRIBUTION OF STANDARD
SCORES - PPVT

PRE-TEST

POST-TEST

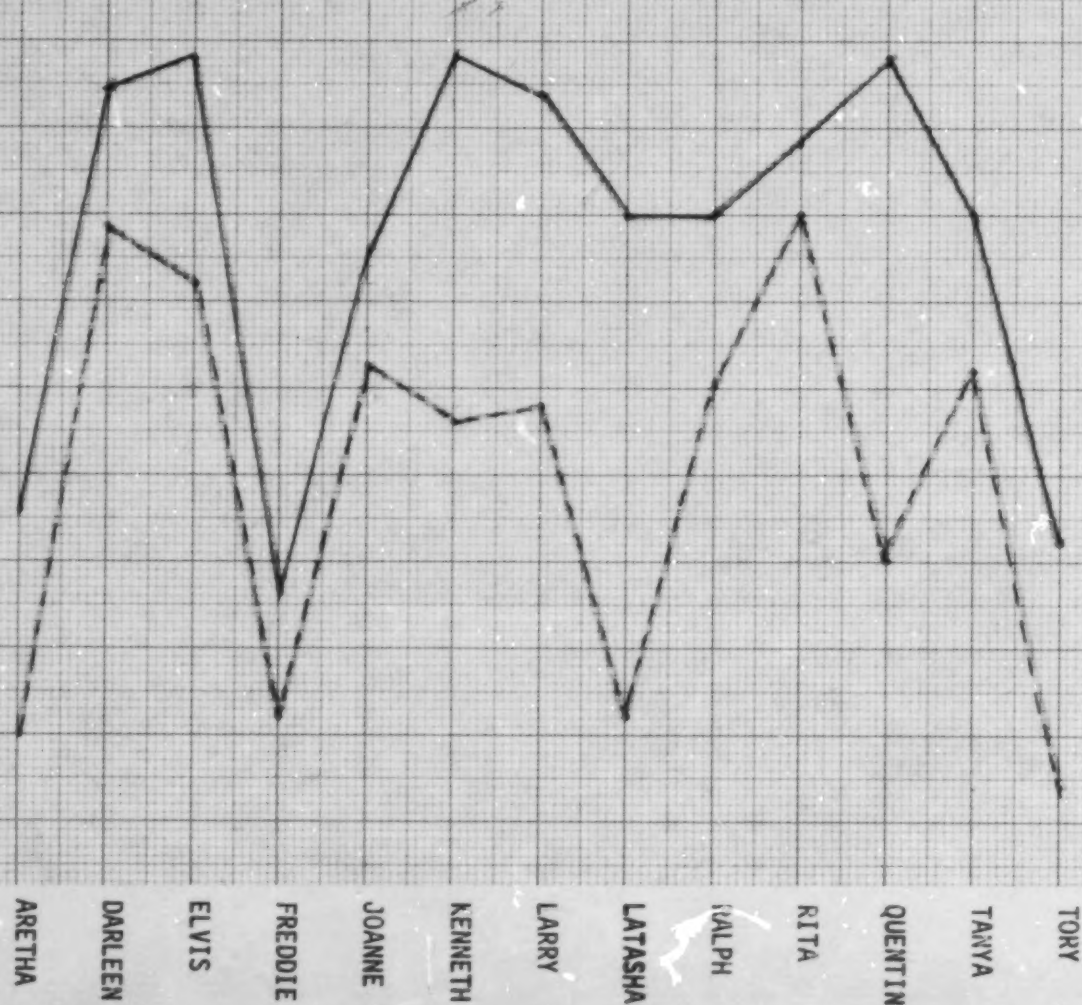


FIGURE TWO:

DISTRIBUTION OF TACL
PERCENTILE SCORES

PRE-TEST

POST-TEST

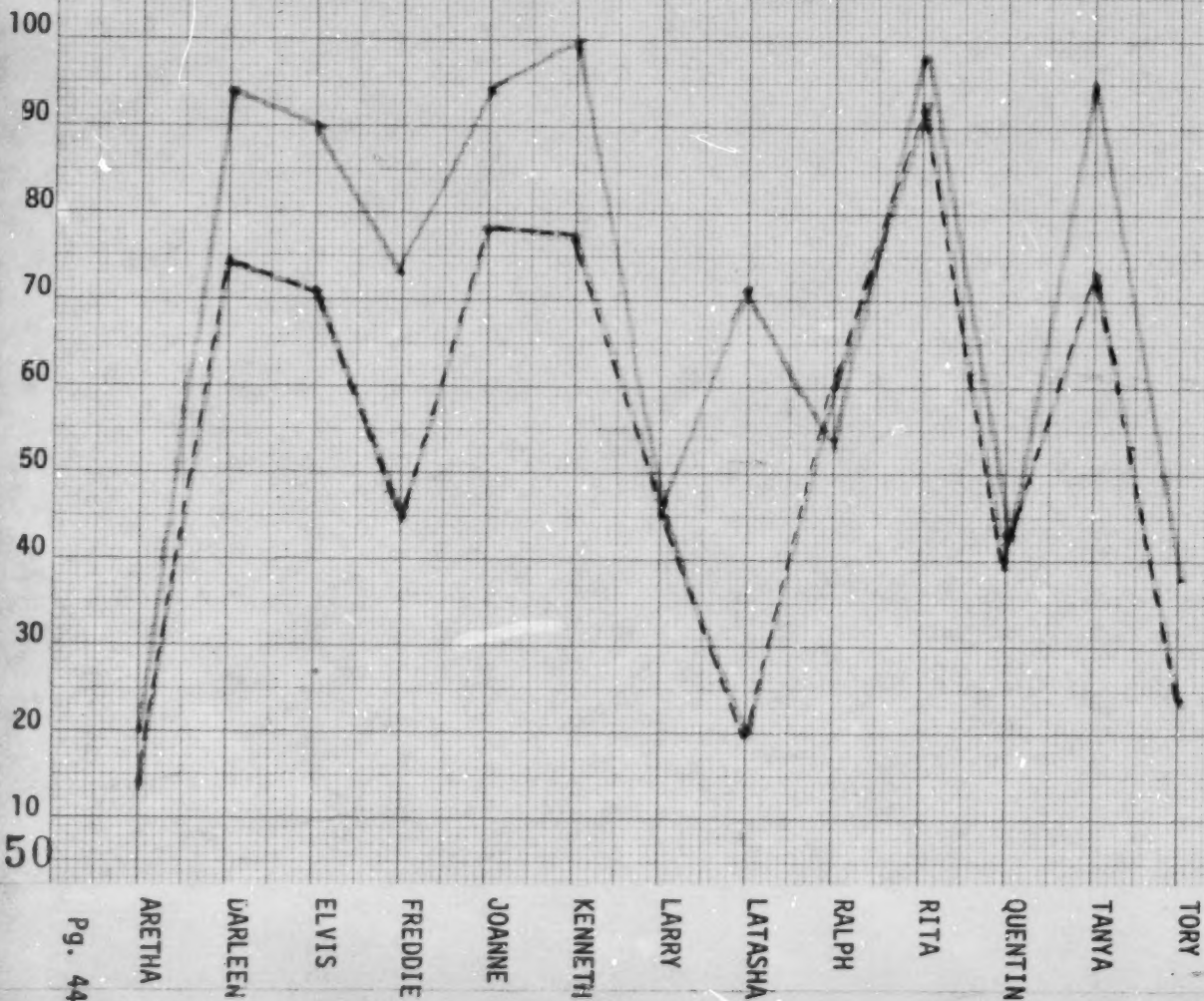
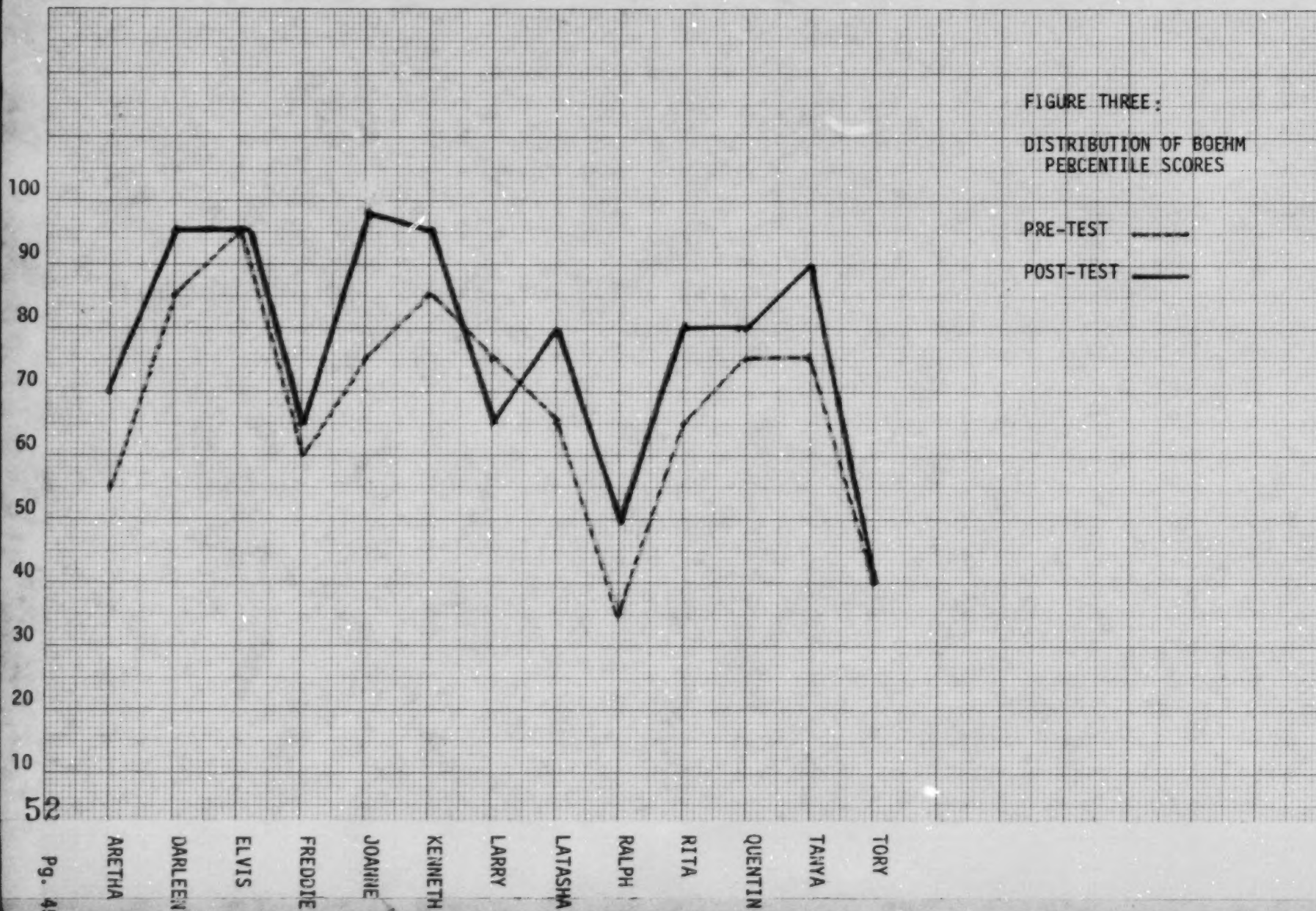


FIGURE THREE:

DISTRIBUTION OF BOEHM
PERCENTILE SCORESPRE-TEST
POST-TEST

studies. As stated in Chapter III, the findings are consistent. McConnell, Horton and Smith (1969), Jones (1970), Carter (1971), Howe (1972), Parker (1970), Woodhead (1976) and Miller (1977), all found significant results with the PLDK - Level P. McConnell found IQ gains of fifteen to nineteen points. The PPVT results in this practicum reveal that seven of the children had standard score IQ gains of thirteen to twenty-nine points and all of the children had some increase in cognitive ability.

The implications of this practicum are evident. The disadvantaged child can improve in receptive language skills given a well-designed language development program. The language development program should be part of the curriculum in kindergarten where there are disadvantaged children. This practicum, as well as other studies in the literature have shown that disadvantaged children need exposure to vocabulary, grammar and cognitive skills. They can be taught to listen to directions and to use abstract thinking to solve problems.

One of the unanticipated outcomes of this practicum was that the children learned how to take tests by listening to instructions and thinking of the best answer before indicating their choice. It was noted that during the pre-tests many of the students impulsively marked or pointed to an answer before looking at all four pictures presented and then deciding on the correct answer. During implementation, the writer explained the significance of looking at all of the pictures, listening to the word the examiner said and then eliminating wrong answers before deciding on the best answer. When the children took the post-tests, most of them listened to directions without

distraction. In addition to being more secure in their knowledge of vocabulary and general concepts, they paused to look at all of the pictures before marking a selection. It is felt that these skills in thinking before answering of questions and listening to instructions before attempting to answer will help the children in future testing situations.

Another unanticipated outcome was that the teacher and principal appeared to have similar positive reactions when the excellent result of the language development program were made known to them. The principal remarked that he was pleased with the change in the behavior and learning of the children in that classroom. The teacher appeared contented that the principal was pleased with her work. The writer noted better rapport between the teacher and administrator after the treatment program and post-test of the children.

The possible negative side effects mentioned in Chapter Three did not have a significant detrimental effect on the children, the teacher, or the programs of the school. The posed problem of the lack of time for teacher preparation of lessons was discussed with the teacher. Although she sometimes felt the lessons took extra time to prepare, the results seemed worth it to her.

The question of the use of the writer's time on the project was not an issue at Carver elementary, after the change in plan, using only the teacher to implement the PLDK lessons. There was excellent cooperation from both the principal and the teacher at the school which significantly enhanced the success of the project.

B. CONCLUSIONS

To summarize the results of this practicum for the reader, all three of the desired results were realized. The thirteen children involved in the treatment had better receptive vocabulary, listening and cognitive skills after the implementation of a three month language development program. The children were exposed to broad range of cognitive skills by use of the Peabody Language Kit and the reinforcement given by the writer. Improvement on post-test scores were noted on all three instruments, the Peabody Picture Vocabulary, the Test of Auditory Comprehension of Language, and the Boehm Test of Basic Concepts. All of the children showed at least a 20% increase in percentile rank on at least one of the tests. More than half of the children showed between a 20% and 60% increase. The program was rated as successful in helping students improve in receptive language and cognitive skills by the teacher.

It is understood that there are limitations involved in this study. A three month language development program will not give disadvantaged children all of the language training they were not exposed to in their early environment. It will not suddenly change these children into academic giants. The treatment will allow these children to enter first grade with many of the same language skills as their middle-class school mates.

C. Recommendations for Someone Implementing the Study

1. As a result of this practicum experience, it is felt that more than

one examiner should be employed to give the pre- and post tests to the children. The Boehm can be given by the classroom teacher while the PPVT and the TACL testing can be shared by the school psychologist and the speech therapist, who are both qualified to give those tests.

2. After the results of the pre-tests are obtained, the children's specific needs should be determined. A list should be made of skills missed by a majority of the children. In that way, selection of language development lessons and reinforcement lessons can concentrate on the concepts the children need to learn.

3. An effort should be made to establish a good rapport with the children involved in the treatment, remembering that children respond well to behavior management techniques. It is necessary to be certain that the children are listening and that they understand what is expected of them, both during the testing and at the time of the treatment.

4. It is important to consult and work closely with the classroom teacher who is implementing the study. The selection and preparation of lessons are important to obtain maximum results.

D. Dissemination

This practicum will be disseminated to the Carver Elementary staff and administration. A copy will be sent to the Superintendant of the South Central Area of Dade County Public Schools so that results can be

shared at that end. The writer also plans to send a copy of the practicum to the American Guidance Service which publishes the Peabody Language Kits, so they can be aware of the results of this study using the PLDK - Level P.

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APPENDICES

APPENDIX A

GEORGE WASHINGTON CARVER ELEMENTARY SCHOOL

MARK MARTELL 10-18-83



- Writing-8
1. DOG
 2. CAT
 3. MAN
 4. girl
 5. boy
 6. baby

SCHOOL REPORT
For 1982-83

November 1, 1983



MESSAGE FROM THE PRINCIPAL

GEORGE WASHINGTON CARVER ELEMENTARY SCHOOL is unique in many ways. It is a primary school, housing only kindergarten, first and second grade students. Its physical plant is unusual. The patio around which the older portion of the building is located provides an attractive outdoor area for small group activities as well as school-wide events such as "patio sings." The diversity of its student body, the participation of its parents, the concern of its faculty, all contribute to making Carver a very special place.

Reyford D. Darrow

SURVEY RESULTS

According to the results of a survey conducted in May of 1983;

1. 100% of the parents felt that Carver's teachers are cooperative and friendly.
2. 100% of the parents felt that Carver's teachers show real interest in their child.
3. 97% of the parents felt that they are welcomed to participate in school activities.
4. 95% of the parents felt that their child's needs were provided for at school.
5. 99% of the parents felt their child was enthusiastic about coming to school.
6. 96% of the parents were enthusiastic about supporting the school.
7. 96% of the parents felt that Carver is an attractive school and provides a good learning environment.
8. 93% of the parents felt their problems were handled properly.
9. 99% of the parents believed the principal and the teachers are doing a good job with their child.
10. 93% of the parents felt they are well informed about the curriculum.

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PROGRESS TOWARD OBJECTIVES:

The primary objectives of Carver Elementary were evaluated by parents with these results.

	Needs Improve-ment	Satisfactory (Meets most Student Needs)	Out-standing
Develops reading, writing skills in speaking, listening	12%	46%	42%
Develops basic mathematic concepts and skills.	1%	53%	46%
Develops self-respect and respect for others.	6%	50%	44%
Develops good character, pride, and a sense of responsibility.	4%	54%	42%
Fosters a cooperative relationship between home and school.	6%	38%	44%

1982 STANFORD ACHIEVEMENT TEST RESULTS

	Grade 1	Median Percentile	Grade 2
Reading	38		58
Math Computation	46		78
Math Concepts	45		70

SCHOOL BUDGET:

SALARIES.....	\$475,802
SUBSTITUTE SALARIES.....	6,645
TEXTBOOKS, SUPPLIES & EQUIPMENT...	20,200
UTILITIES.....	8,529
	<u>\$511,176</u>

SCHOOL POPULATION

KINDERGARTEN:

White Non-Hispanic	7%
Hispanic	18%
Black Non-Hispanic.....	75%

FIRST AND SECOND GRADES:

White Non-Hispanic.....	37%
Hispanic.....	30%
Black Non-Hispanic.....	32%
Asian.....	1%

GRADE LEVEL DISTRIBUTION:

Kindergarten	42	Students
First Grade.....	141	Students
Second Grade.....	95	Students

NUMBER OF SUSPENSIONS: - 1

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G. W. CARVER ELEMENTARY STAFF

PRINCIPAL.....	Rexford G. Darrow
ASSISTANT PRINCIPAL.....	Sarah Miller
COUNSELOR.....	Claudell Koch
MEDIA SPECIALIST.....	Lois Crow

KINDERGARTEN TEACHERS:

Eartha Christie	- Rosa Martin
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FIRST GRADE TEACHERS:

Barbara Brophy	- Krista Seyler
Linda Jackson	Carle McCall
Vera Howell	Wanda Flucas
Ellen Sackett	

SECOND GRADE TEACHERS:

Betty Bridges	- Sheila Smith
Alethea Butler	Alfronia Stocker
Barbara Lindsay	Yolanda Newton

ACADEMIC EXCELLENCE LAB:

- Mary McCray

SPANISH

- Miriam D. Cerda

TEACHER AIDES:

Norlene Aranha	- Carmen Huerta
Diomira Diaz	Ola Stevens

COMP. ED. MATH:

- Carmen Mazarredo

COMP. ED. READING:

- Sharon Rolle

PART-TIME STAFF:

ART	- Nancy Benton
MUSIC	- Wilbert Demery
SPEECH	- Cynthia Cochran
PSYCHOLOGIST	- Barbara Trushin
P. E.	- William Shaw

CLERICAL:

Secretary	- Blooming L. Portlock
Elementary Clerk	- Margaret Newton

CUSTODIAL:

Head Custodian	- Fred Washington
Night Custodian	- Alfred Scott
Day Custodian	- Rejesta Dyson

CURRICULUM:

Carver curriculum accents the basic skills of reading, writing and arithmetic. Music is offered every week, and the art teacher is available to classes every other week.

Average class size in first and second grades is 19 students.

OTHER ORGANIZATIONS:

A Brownie Troop utilized the school building after school hours. Students, parents, and faculty cooperated with Goodwill Collection and the United Way Campaign.

PARENT PARTICIPATION:

The Carver Parent Teacher Association plays a leading role in the school. PTA Volunteers work in the library, the school program, and engage in tutoring activities. They publish the school paper, The Carver School Bells, plan and conduct Cultural Arts Day and the school-wide Field Day. PTA brought P.A.C.E. musical programs to the students.

During the past several years the PTA has held many fund raising activities in order to finance its projects, the most ambitious of which has been to work toward air conditioning the entire school. The library, clinic, office wing were air conditioned earlier.

One Hundred percent parent membership and support from the school staff make all these programs possible. Representatives from the PTA served on the Area Advisory Committee.

OBJECTIVES 1983 - 1984

THE COMING YEAR - we will work to:

- ... Continue efforts to maintain a high level of quality instruction
- ... Increase parental involvement in the instructional process
- ... Maintain a high level of achievement in basic skills
- ... Emphasize good safety practices
- ... Continue efforts to develop good citizenship, cooperation, and trust among all staff, students, and families at Carver Elementary School.

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/ activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964- prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended- prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972- prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended- prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973- prohibits discrimination against the handicapped.

Veterans are provided re-employment rights in accordance with P. L. 93-508 (Federal) and Florida State Law, Chapter 77-422, which also stipulates categorical preferences for employment.

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SCHOOL BOARD MEMBERS

Mr. G. Holmes Braddock, Chairman
Mrs. Ethel Beckham, Vice-Chairman
Mr. Paul Cejas
Dr. Michael Krop
Ms. Janet McAliley
Mr. Robert Renick
Mr. William Turner

SUPERINTENDENT OF SCHOOLS

Dr. Leonard M. Britton

SOUTH CENTRAL AREA SUPERINTENDENT

Mrs. Piedad P. Bucholtz

SCHOOL PRINCIPAL

Rexford G. Darrow

APPENDIX B**STANFORD ACHIEVEMENT TESTS - 1982****(S = STAMINE - P = PERCENTILE - * = DISADVANTAGED CHILDREN)**

STUDENTS	LISTENING COMP.		READING COMP.	
	S	P	S	P
KB	8	90	9	96
JB	8	90	5	50
CB	5	59	5	43
DB*	2	8	4	38
RB*	2	5	4	25
WB	9	99	8	89
EB	6	67	9	96
VB*	1	1	3	17
AB*	5	44	4	23
ZB	7	83	9	96
YB*	4	24	4	33
AB	5	51	5	45
PC	5	59	6	67
MC	6	67	5	50
NC	5	44	6	62
DC*	4	24	3	12
KC	5	51	8	89
JC*	4	30	1	3
ZC	2	8	5	53
SC	5	59	5	59
YC	6	67	9	96

LD*	2	5	2	6
SD	7	83	9	96
CD*	2	8	1	3
TD	2	5	4	23
BD	4	30	6	62
MD	5	51	6	72
MF	4	24	4	25
CF	5	51	5	56
FF	2	8	6	67
MG	8	90	9	96
QG*	3	11	3	20
BG*	3	11	4	30
RG*	5	51	6	67
SG*	3	11	3	15
ZG	1	3	5	50
AG*	3	11	4	35
GG*	4	36	4	23
YG*	3	19	3	15
XG	3	11	5	59
EG*	2	8	4	23
WG*	1	2	6	67
TG*	3	19	4	38
VG*	2	8	3	12
LG*	2	14	2	10
UG*	2	5	3	17

AH	5	44	5	45
BH	4	30	4	35
CH*	3	11	4	25
DH*	2	8	6	62
EH*	4	24	6	67
FH	7	83	6	62
AI*	2	5	4	30
BI*	1	1	3	17
YJ*	1	1	4	23
DJ*	2	8	2	5
VJ	2	5	5	45
ML*	3	11	2	6
AM	9	99	9	96
BM*	2	5	2	8
CM*	3	19	5	43
DM*	1	1	3	20
EM*	3	19	1	3
FM	6	76	8	89
GM	7	83	8	89
HM	4	36	5	59
IM*	5	44	2	5
SN	9	97	9	96
JN	9	97	5	53
JO	5	59	4	38
RO	3	14	8	89
HO	9	97	6	62
NO	8	90	9	96

GO*	4	30	4	38
GP	5	55	5	45
LP	4	45	5	48
RP	2	24	4	30
XP*	5	51	4	23
KR	4	36	5	41
LR*	5	44	6	62
CR	5	51	5	43
DR*	4	36	2	8
MR	6	67	8	89
JR	4	36	3	12
ZR*	4	30	5	50
AR*	4	36	6	67
AS	5	51	6	72
BS*	1	1	4	25
CS	7	83	9	96
DS	2	5	4	30
ES	8	90	9	96
FS*	8	90	2	8
GS*	3	19	3	17
HS*	1	2	2	10
LT	1	3	6	67
RT	6	67	9	96
DU*	2	8	3	20
VV	5	51	5	45
SV*	2	5	3	12

RV*	1	1	4	35
GV*	1	2	4	33
AV	8	90	9	96
JW*	4	30	3	20
LW*	2	8	2	5
DW*	1	3	3	17
MW	4	30	4	27
AW	6	76	8	89
FW*	2	5	2	5
IW*	4	30	3	17
HW	3	14	5	48
SY	7	83	9	96
GZ	4	24	6	67
MZ	4	36	6	72

APPENDIX C

FAMILY EXPERIENCE SURVEY

1. How many children do you have enrolled in this school?

ONE _____ TWO _____ THREE _____

2. Do you read children's books to your child?

OFTEN _____ SOMETIMES _____ VERY LITTLE _____

3. Is there a collection of children's books in your home?

YES _____ NO _____

4. Have you been to any of the following places with your child?
(Check each answer)

MUSEUM OF SCIENCE YES _____ NO _____

THE PLANETARIUM YES _____ NO _____

THE PUBLIC LIBRARY YES _____ NO _____

A CHILDREN'S THEATER YES _____ NO _____

THE ZOO YES _____ NO _____

THE BEACH YES _____ NO _____

5. Has your child attended:

PRE-SCHOOL _____ SUMMER CAMP _____ MUSIC OR DANCE CLASS _____

6. Have you traveled with your child on several vacation trips outside of South Florida?

YES _____ NO _____

7. When you buy your child a toy, is it:

SPORTS EQUIPMENT (Ball, jump rope) _____

TRUCKS, DOLLS, STUFFED TOYS _____

RECORDS, PUZZLES, TABLE GAMES _____

8. Which of the following TV Programs has your child seen the most in the past two years?

CARTOONS _____ SESAME STREET _____ COMEDIES _____

9. Does your child enjoy eating lunch at school?

YES _____ NO _____

10. Does your child get free or reduced lunch at school?

YES _____ NO _____

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APPENDIX D

DADE COUNTY PUBLIC SCHOOLS APPLICATION FOR FREE AND REDUCED PRICE MEALS

PARENT'S NOTE: To apply for free or reduced price meals for your child, please fill out this form and return it to the school office. All information must be filled in for application to be considered for approval.

Name of Child: _____

Name of School: _____

Grade Level: _____

Teacher's Name: _____

HOUSEHOLD MEMBERS/SOCIAL SECURITY NUMBERS

List all relatives and also unrelated persons living in your household and sharing expenses. Do not include the students listed above. You must provide the social security numbers of all adult household members 21 years of age or older, or an explanation of why an adult does not have a number. Collection of social security numbers is required by Section 9 of the National School Lunch Act. If you do not provide the information, your application may be denied. The social security numbers may be used to verify information on this application. Attach additional sheet(s) if necessary.

NAME(S) (Last, First)	SOCIAL SECURITY NUMBERS (If 21 yrs. or older)

FOR SCHOOL USE ONLY:

Total Income: \$ _____

Household Size _____

APPROVAL: _____ Free _____ Reduced

_____ Denied

If denied, give reason: _____

Parents notified, Date _____

Approving Official: _____

Title: _____

HOUSEHOLD INCOME

Indicate by source the total monthly amounts of all current income which is received by each member of your household before deductions such as taxes and social security.

Monthly Total of all income received from:

Wages & Salaries \$ _____

Social Security \$ _____

Public Assistance \$ _____

Unemployment/Strike
Benefits \$ _____

Child Support or
Alimony \$ _____

Dear Parent or Guardian:

The Dade County Public School system serves nutritious meals every school day. Elementary students may buy lunch for 80 cents and secondary students for \$1.00. Breakfast for 40 cents for elementary students and 60 cents for secondary students may also be purchased.

Children from families whose income is at or below the level shown on the attached Florida Income Eligibility Guidelines may be eligible for either free meals or meals at a reduced price of 40 cents for lunch and 30 cents for breakfast.

To apply at any time during the year for free or reduced price meals for your children, complete and sign the attached application and return it to the school. Please answer all questions on the form. An incomplete application cannot be processed by the school. If information is missing, your child will not receive the meal benefits. Within 10 days of receiving your application the school will let you know whether or not your children are eligible.

REPORTING CHANGES: If you are approved for meal benefits, you must report any changes in household size and increases in income of more than \$50 per month (\$600 per year), or when your household size decreases.

You may apply for benefits at any time during the school year. If you are not eligible now but have a decrease in household income, become unemployed, or have an increase in family size, fill out an application at that time.

COMPLETE APPLICATION: For an application to be complete, you must provide: the total household income, the names of all household members, social security numbers of all household members 21 years of age or older or state that a household member does not have one, and the signature of an adult household member.

FOSTER CHILDREN: In certain cases foster children are eligible for these benefits. If you have foster children living with you and wish to apply for free or reduced price benefits for them, please indicate their status on the application, or contact the school if you have questions.

NONDISCRIMINATION: All children are treated the same regardless of ability to pay. In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age, or handicap.

VERIFICATION: The information on the application may be checked by the school or other officials at any time during the school year.

FAIR HEARING: If you do not agree with the school's decision on your application or the result of verification, you may wish to discuss it with the school. If you wish to review the decision further, you have a right to a fair hearing.

This information which you give on the application is confidential and will be used only for the purpose of determining eligibility for meal benefits.

If you have any questions or need help in filling out the application form, please do not hesitate to contact the office of the school your child attends.

**FLORIDA INCOME ELIGIBILITY GUIDELINES
FOR REDUCED PRICE MEALS
SCHOOL YEAR 1983**

FAMILY SIZE	ANNUALLY	MONTHLY	WEEKLY
1	8,660	722	167
2	11,510	959	221
3	14,360	1,197	276
4	17,210	1,434	331
5	20,050	1,671	386
6	22,900	1,908	440
7	25,750	2,146	495
8	28,600	2,383	550
FOR EACH ADDITIONAL MEMBER ADD	2,850	238	55

HOUSEHOLDS WITH INCOME LESS THAN OR EQUAL TO THE ABOVE CRITERIA WILL BE ELIGIBLE FOR EITHER A FREE OR A REDUCED PRICE MEAL.

STUDENTS PREVIOUSLY APPROVED FOR FREE OR REDUCED PRICED MEALS WILL RECEIVE TEMPORARY APPROVAL ONLY UNTIL OCTOBER 11, 1982, BY WHICH TIME NEW APPLICATIONS MUST BE FILED.

Current income means income figured using the prior months income or the projected annual household income earned before deductions for income taxes, employee's social security taxes, insurance premiums, bonds, and the like. Income includes the following:

1. Monetary compensation for services, including wages, salary, commission, or fees
2. Net income from self-employed farmers and self-employed businessmen
3. Social security
4. Dividends or interest on savings or bonds
5. Income from estates or trusts
6. Net rental income
7. Public assistance or welfare payments
8. Unemployment compensations
9. Government civilian employee or military retirement or pensions
10. Veterans' payments
11. Private pensions or annuities
12. Alimony or child support payments
13. Regular contributions from people not living in the household
14. Net royalties
15. Other cash income, would include cash amounts received or withdrawn from any source, i.e., savings investments, trust accounts, and other resources which would be available to pay the price of a child's meal.

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Total number of household members: _____

In certain cases, foster children are eligible for free or reduced price meals regardless of their family's income. If you have foster children living with you and wish to apply for such meals for them please check here _____. The school will contact you concerning eligibility.

Pension or Retirement \$ _____

Other Income \$ _____

Total Monthly Income \$ _____

Self-employed farmer
business man - net
annual income \$ _____

Food Stamps: Does your household currently receive Food Stamp Benefits?

_____ yes _____ no

You are allowed to receive both food stamps and school meal benefits.

I hereby certify that all of the above information is true and correct. I understand that this information is being given in connection with the receipt of Federal funds; that school officials may verify information; and that deliberate misrepresentation may subject me to prosecution under applicable State and Federal Criminal Statutes.

X

(Please print or type full name of adult household member)

(Signature of adult household member)

Date

Home Address:

Street

City

State

Zip

Phone Number

878-0722

MIS-10852 Rev. (08-82)

APPENDIX EFAMILY EXPERIENCE SURVEY - MIDDLE CLASS CHILDREN (45)

1. How many children do you have enrolled in this school?
ONE 96% TWO 4% THREE --
2. Do you read children's books to your child?
OFTEN 72% SOMETIMES 27% VERY LITTLE 1%
3. Is there a collection of children's books in your home?
YES 100% NO ---
4. Have you been to any of the following places with your child?
(Check each answer)
- | | | |
|----------------------|----------------|---------------|
| MUSEUM OF SCIENCE | YES <u>65%</u> | NO <u>---</u> |
| THE PLANETARIUM | YES <u>70%</u> | NO <u>---</u> |
| THE PUBLIC LIBRARY | YES <u>91%</u> | NO <u>---</u> |
| A CHILDREN'S THEATER | YES <u>70%</u> | NO <u>---</u> |
| THE ZOO | YES <u>96%</u> | NO <u>---</u> |
| THE BEACH | YES <u>98%</u> | NO <u>---</u> |
5. Has your child attended:
PRE-SCHOOL 88% SUMMER CAMP 48% MUSIC OR DANCE CLASS 45%
6. Have you traveled with your child on several vacation trips outside of South Florida?
YES 92% NO ---
7. When you buy your child a toy, is it:
SPORTS EQUIPMENT (Ball, jump rope) 80%
TRUCKS, DOLLS, STUFFED TOYS 76%
RECORDS, PUZZLES, TABLE GAMES 89%
8. Which of the following TV Programs has your child seen the most in the past two years?
CARTOONS 73% SESAME STREET 42% COMEDIES 31%
9. Does your child enjoy eating lunch at school?
YES --- NO ---
10. Does your child get free or reduced lunch at school?
YES --- NO ---

FAMILY EXPERIENCE SURVEY - DISADVANTAGED CHILDREN (40)

1. How many children do you have enrolled in this school?
ONE 66.5% TWO 26% THREE 7.5%
2. Do you read children's books to your child?
OFTEN 12.5% SOMETIMES 74% VERY LITTLE 11.1%
3. Is there a collection of children's books in your home?
YES 63% NO 27%
4. Have you been to any of the following places with your child?
(Check each answer)
- | | | |
|----------------------|------------------|------------------|
| MUSEUM OF SCIENCE | YES <u>15%</u> | NO <u> </u> |
| THE PLANETARIUM | YES <u>17.5%</u> | NO <u> </u> |
| THE PUBLIC LIBRARY | YES <u>35%</u> | NO <u> </u> |
| A CHILDREN'S THEATER | YES <u>45%</u> | NO <u> </u> |
| THE ZOO | YES <u>77.5%</u> | NO <u> </u> |
| THE BEACH | YES <u>92.5%</u> | NO <u> </u> |
5. Has your child attended:
PRE-SCHOOL 72.5% SUMMER CAMP 17.5% MUSIC OR DANCE CLASS 10%
6. Have you traveled with your child on several vacation trips outside of South Florida?
YES 74% NO
7. When you buy your child a toy, is it:
SPORTS EQUIPMENT (Ball, jump rope) 72.5%
TRUCKS, DOLLS, STUFFED TOYS 67%
RECORDS, PUZZLES, TABLE GAMES 89%
8. Which of the following TV Programs has your child seen the most in the past two years?
CARTOONS 77.5% SESAME STREET 55% COMEDIES 30%
9. Does your child enjoy eating lunch at school?
YES NO
10. Does your child get free or reduced lunch at school?
YES NO



Dade County Public Schools

READING

REVISIONS 1982-83

Objectives for this subject area were not revised for the 1982-83 school year.

A
BALANCED
CURRICULUM

INSTRUCTIONAL OBJECTIVES /
ARTICULATION GUIDE for

READING**ELEMENTARY**

INSTRUCTIONAL PROGRAM COMPONENTS

CRITERIA FOR COMPLIANCE

The reading program in grades K-6 recognizes that students progress at different rates and may require different instructional experiences to profit maximally from the educational program. There are, however, Board-approved reading objectives for each grade level that the typical child should achieve. These Board-approved objectives incorporate, but exceed, the state minimum standards.

In kindergarten, a structured pre-reading program should be offered. Those students who successfully complete the program are to move directly into a diagnostic/prescriptive reading program meeting the Board-approved reading objectives. This movement generally occurs in first grade, but can take place whenever the student:

- speaks fluently in the language of reading instruction,
- has control of some basic sight words (those commonly encountered in the series used by the school), and
- reads at the pre-primer instructional level.

Once students are in the diagnostic/prescriptive program, they should receive instruction in word recognition skills (phonics, structural analysis, and context usage) to extend what they have previously learned. They should acquire a basic sight vocabulary, participate in experience stories and oral language development, and receive teacher-directed group instruction in preprimers, primers, and first readers. At reading levels one through six, diagnosis and instruction should be closely related to the Board-approved objectives in reading. Students should receive teacher-directed instruction and should participate in independent activities designed to foster reading growth. As students attain higher reading levels, growth in the independent use of reading skills should be promoted. As the skills of reading are mastered, they should be applied to all areas of the school curriculum.

NOTE: Minimal requirements for time, teacher qualifications, and instructional support materials are included on the back of this document.

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ELEMENTARY AND
SECONDARY EDUCATION

1982-83

K-6 READING

KINDERGARTEN

Reading Readiness

The student will:

1. Retell story in own words.
2. Tell story with beginning, middle and end.
3. Enjoy listening to stories.
4. Sequence events in an orally presented story.
5. Recognize details in an orally presented story.
6. Recognize main idea in orally presented story.
7. Follow oral directions.
8. Identify spoken words with the same beginning sounds.
9. Identify spoken words with the same ending sounds.
10. Identify spoken rhyming words.

Beginning Reading

11. Match like written letters.
12. Match like written words.
13. Recognize and name upper-case alphabet letters.
14. Recognize and name lower-case alphabet letters.

15. Match upper-case letters to lower-case letters.

16. Recognize own name in print.

17. Read simple words.

18. Read simple sentences.

19. Read simple stories with assistance.

GRADE 1

The student will:

Read a first grade basal reader at the instructional level.

Decoding

- *1. Recognize on sight pre-primer and primer Dolch words.
2. Recognize on sight any CVC "short vowel" word (e.g., cat, fit, pot, etc.)
3. Recognize on sight any (C)VC long vowel word (e.g., he, she, why, etc.)

Comprehension

- *4. Recognize details, main ideas, cause and effect relationships, topic sentences, and essential and non-essential details.
- *5. Locate specific information.
6. Interpret punctuation.
- *7. Identify synonyms and antonyms.

- *8. Use context clues.

- *9. Recognize function words (e.g., in, with, under, etc.), compound words, and contractions.

10. Infer supporting details and cause and effect relationships.

11. Identify category labels and examples of given categories.

12. Recognize common features of a given classification.

- *13. Follow oral directions to complete a task.

- *14. Follow written directions to complete a task.

- *15. Use a table of contents.

*Directly correlates with Minimum Student Performance Standards required for promotion from 3rd Grade.

GRADE 2

The student will:

Read a second grade basal reader at the instructional level.

Decoding

- *1. Recognize on sight all Dolch words.
2. Recognize on sight any CCVC short vowel word with an initial consonant digraph (e.g.,

LITERATURE & EXPRESSIVE LANGUAGE

REVISED 1982-83



Dade County Public Schools

* An objective marked with a plus sign is a new objective.

A BALANCED CURRICULUM

INSTRUCTIONAL OBJECTIVES/ ARTICULATION GUIDE for ELEMENTARY LITERATURE & EXPRESSIVE LANGUAGE

CRITERIA FOR COMPLIANCE			
TIME REQUIREMENTS	TEACHER QUALIFICATIONS	INSTRUCTIONAL PROGRAM	INSTRUCTIONAL MATERIALS
It is recommended that literature and expressive language activities be incorporated with writing and reading activities into a two-hour language arts block. Literature and expressive language activities should also be included, where appropriate, as part of content area instruction.	Grades K-6 Certified in Elementary Education K Teachers also certified in Early Childhood	Literature and expressive language is that part of the language arts program that includes: 1) the study and appreciation of literature 2) the creative use of language in oral activities such as dramatics and role playing and in an activities such as creative composition	Recommended: 1) Language Development Dimension: Dade County's Early Childhood Program 2) State adopted materials in the areas of literature and language/ composition Alternate: Non-state adopted literature selections appropriate to the reading levels and interest levels of the students involved Various materials designed to improve oral expression vocabulary, and creativity



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ELEMENTARY AND
SECONDARY EDUCATION

1982-83

LITERATURE AND EXPRESSIVE LANGUAGE INSTRUCTIONAL OBJECTIVES/ARTICULATION GUIDE

KINDERGARTEN

Oral and Expressive Language

The student will:

1. Listen to simple stories in order to retell them in his/her own words.
2. Follow simple oral directions.
3. Repeat rhymed word patterns (poems, songs, etc.).
4. Imitate common sounds.
5. Respond with proper sounds, words, or motions to finger-plays and/or poems read by the teacher.
6. Repeat short sentences in the exact order given.
7. Pantomime simple physical actions and expressions.
8. Take part in simple dramatic activities, either personally or with puppets.
9. Learn the meanings of some new words and use them correctly in sentences.
10. Express feelings about pictures, happenings, and situations by drawing, speaking, or writing.
11. Respond to simple poems, such as poems about holidays, noting the repetition of words and sounds, the rhythm and the melody, as well as the content.
12. Imitate facial expressions, gestures, or actions of a family member, a peer, or the teacher.
13. Pantomime familiar stories or situation.
14. Dictate sentences about experiences.
15. Dictate experience stories in a group situation.
16. Retell a story in sequence.
17. Use vocabulary appropriate for grade level to express himself/herself orally and in writing.
18. Explore the importance of language in the world of work.
19. Speak at a volume and rate acceptable to the situation.
20. Distinguish between a real and fanciful story.
21. Recognize simple plot development, such as that in fairy tales.
22. Recognize certain basic traits of character, such as good and evil, as developed in fairy tales.
23. Pantomime the actions, gestures, and facial expressions associated with specific characters or character traits.
24. Use pantomime or simple dialog to role play a familiar story or tale.
25. Respond to poems of fantasy by drawing, writing, speaking, or movement.
26. Express ideas creatively in group activities (e.g., composing an experience story, completing a jingle with rhyming words, suggesting mood words).
27. Tell a simple original story.
28. Use vocabulary appropriate for grade level to express himself/herself orally and in writing.
29. Explain the importance of language in the world of work.

GRADE 1

The student will:

1. Feel free to respond at own level of language without fear of correc-

GRADE 2

The student will:

1. Apply the skills previously mastered.

APPENDIX G

TEACHER EVALUATION OF PEABODY LANGUAGE PROGRAM

1. My overall feelings about the program are positive. YES X NO
2. Students receiving the program appear to have improved in vocabulary after implementation. YES X NO
3. Students seem to have improved in general cognitive skills after implementation. YES X NO
4. The preparation for the PLDR lessons did NOT take an excessive amount of teacher time. YES SOMETIMES X NO
5. The PLDR lessons were easy to administer. YES X NO
6. Students seem to enjoy the lessons. YES X NO
7. The program has carryover into other parts of kindergarten programs. YES X NO
8. In my opinion a language enrichment program is beneficial to disadvantaged children. YES X NO
9. I would like to continue with a language program in the future. YES X NO
10. I would like to extend the time for a language program to a full year instead of three months. YES X NO

TEACHER COMMENT: I wish the program had lasted longer. I definitely
intend to do this again next year.

APPENDIX H

Dear Parents,

Presently, I am working on my Doctorate in Education at Nova University. As part of my program, I am doing a research project involving Carver Elementary School. Part of the project involves the family experiences of the children before they begin kindergarten.

I would appreciate your completing this Family Experience Survey and returning it with your child. Results of the survey will be made available to the school. This project has the approval of the principal.

Sincerely,

Barbara Trushin

BARBARA TRUSHIN

School Psychologist for
Carver Elementary School

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